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ABSTRACT

This catalog contains descriptions of selected guidelines, training materials, and consumer oriented catalogs, designed to be used in the selection of instructional materials. Each listing contains the following information: (1) title, (2) date, (3) developer, (4) availability/source, (5) cost, (6) audience, and (7) contents/purpose. The descriptions are divided into three main categories: (1) general purpose guidelines and training materials, (2) guides focusing on the specific criteria of social fairness and cost effectiveness, and (3) consumer catalogs for use in selecting materials by format, content area, and user group. This is the fourth publication resulting from an EPIE (Educational Products Information Exchange) project investigating the criteria used to select instructional materials. It is expected that this publication will not only be useful in the selection process, but also in defining selection criteria, developing selection procedures, and investigating product selection activities. (Author/STS)

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NIE Products on Instructional Materials Selection

Created under National Institute of Education

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By EPIE Institute, 475 Riverside Drive, New York, N.Y. 10027

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Product 4. DESCRIPTION OF SELECTION GUIDELINES

Descriptions of Guidelines, Training Materials, and Consumer-Oriented Catalogs to be Used in the Selection of Instructional Materials

IR006452

Introduction

Descriptions of guidelines, training materials, and consumer catalogs designed to be used by materials selectors make up this chapter. The information that is provided (title, date, developer, availability/source, cost, audience, and contents/purpose), is intended to aid selectors in identifying and obtaining potentially useful items. The descriptions are organized into three main areas: A. General Purpose Guidelines and Training Materials; B. Guides Focusing on Specific Criteria; and C. Consumer Catalogs. They are further organized in subgroups so that users can easily and quickly locate materials that might be applicable in their local situations.

The user should take note that not all materials available to consumers and selectors of materials are described here. This is not a comprehensive listing.

A. General Purpose Guidelines and Training Materials

A. General Purpose Guidelines and Training Materials

TITLE: Evaluating Instructional Materials

DATE: December 1972

DEVELOPER: Eash, Maurice J.

AVAILABILITY/SOURCE: Audiovisual Instruction, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

COST: Not applicable

AUDIENCE: Materials selectors

CONTENT/PURPOSE: A comprehensive system for discerning the instructional design of print and nonprint educational products.

A. General Purpose Guidelines and Training Materials

TITLE:	A Guide to the Appraisal of Instructional Materials
DATE:	December 1974
DEVELOPERS:	Penta, F. B., Fleming, G. A., Penta, M. A.
AVAILABILITY/SOURCE:	Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, NJ 07362
COST:	Not applicable
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Description of criteria and procedures for the appraisal of instructional materials developed by the Learning Resource Center of the Medical University of South Carolina. More than 100 products were appraised using these criteria and procedures. Three major categories in which to make judgments are: (1) content quality: accuracy, appropriateness, scope, organization, and completeness of content; (2) educational quality: use of objectives, evaluation components, guides, student involvement, pacing, reinforcement, and quality of instructional design; (3) technical quality: sound (if applicable), visuals, color, editing, durability, and narration. Reviewers were to respond "yes" or "no" or "good" or "poor" to statements in each of the categories and assign an overall rating of "poor," "fair," or "excellent." Reviewers comments are solicited as well. To present selectors with a set of procedures and criteria applicable to the selection of instructional materials.

A. General Purpose Guidelines and Training Materials

TITLE: A Neglected Area of Accountability: The Failure of Instructional Materials Evaluation and a Solution

DATE: 1973

DEVELOPER: Proger, Barton P.; Carfioli, Joseph; and Kalapos, Robert L.

AVAILABILITY/SOURCE: Reach authors at: Pennsylvania Resources and Information Center for Special Education (PRISE) King of Prussia, PA 19406

COST: undetermined

AUDIENCE: Materials selectors

CONTENT/PURPOSE: Gives authors' analysis of the fallacy of evaluating instructional techniques as a total package: the effects of the various components (teacher effectiveness, environment, materials) are not considered individually, thus a "global evaluation" is produced. Such an evaluation cannot be easily applied to typical classroom situation, where these variables must be taken into account.

Focuses on instructional materials to illustrate how a single component of an instructional approach can be separately evaluated within a total package.

Discusses present flaws in materials evaluation, and presents a simulation model (SIMEM) as an example of a more effective evaluation technique.

To point out flaws in current materials-evaluation practices and to propose that a simulation model (having teachers evaluate materials in an out-of-classroom setting, taking into account certain specific criteria) would provide more accurate and useful evaluations of materials.

A. General Purpose Guidelines and Training Materials

TITLE: "Scheme for the Analysis of Curriculum Materials"

DATE: 1974

DEVELOPER: Eraut, Michael; Goad, Len; and Smith, George

AVAILABILITY/SOURCE: Pages 93-99 from Handbook for the Analysis of Curriculum Materials, Center for Educational Technology, University of Sussex, England

COST: Undetermined

AUDIENCE: Materials selectors

CONTENT/PURPOSE: Series of items to be incorporated in analysis of instructional materials, including:

(1) physical description of materials;
(2) author's rationale and credentials;
(3) target audience;
(4) description of objectives, content, methodology, and assessment procedures;
(5) structure of materials, including congruency of objectives, content, and assessment procedures;
(6) considerations for use of materials within specific curriculum;
(7) analysis of evidence of developmental testing of materials.

To provide a comprehensive instrument for analyzing instructional materials and determining their fit with existing curriculum.

A. General Purpose Guidelines and Training Materials

TITLE: Selecting an Educational Improvement Program

DATE: 1975

DEVELOPER: Heathers, Glen and Taylor, B.L.

AVAILABILITY/SOURCE: Research for Better Schools, Inc., 1700 Market Street, Philadelphia, PA 19103

COST: $5.00

AUDIENCE: Materials selectors and educators involved in providing leadership in local educational imporvement programs

CONTENT/PURPOSE: A six-step model for arriving at the choice of an improvement program:

(1) identifying the area where improvement is needed;
(2) specifying aims in the area;
(3) assessing shortcomings in accomplishing these aims;
(4) determining likely causes of the shortcomings;
(5) identifying resources that could remedy the shortcomings;
(6) surveying local factors favoring or opposing adoption of any desired resources.

To enable local educational agencies to do a more effective job of planning improvement programs of any kind, including selecting the appropriate instructional materials to carry out the program.

A. General Purpose Guidelines and Training Materials

TITLE:	Selecting Instructional Materials for Purchase: Procedural Guidelines
DATE:	1972
DEVELOPER:	Joint Committee of the National Education Association and the Association of American Publishers
AVAILABILITY/SOURCE:	National Education Association, Washington, D.C. 20036 (Stock No. 381-11992)
COST:	$2.00
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Five sections dealing with the process of selection for purchase, and the steps educators should take to bring the process to a conclusion. Topics covered include: (1) changing conditions affecting selection; (2) legal and administrative setting for selection; (3) organizing for selection; (4) the selection process; (5) guidelines for expenditures. To chart procedures for the selection and purchase of instructional materials and related services for the public schools of the United States.

A. General Purpose Guidelines and Training Materials

TITLE: SWRL Instructional Product Selection Kit

DATE: 1975

DEVELOPER: SWRL Educational Research and Development, 4665 Lampson Avenue, Los Alamitos, CA 90720

AVAILABILITY/SOURCE: Available from developer

COST: $30.00 (materials for instructor and 12 participants.)

AUDIENCE: Materials selectors

CONTENT/PURPOSE: Set of resources for use in conducting workshops or inservice training in selection of instructional materials.

Familiarization with product-selection considerations by involving the participants in actual product-selection activities.

To prepare product-selectors:

(1) To identify in instructional programs and materials the presence or absence of key elements that should be considered in selecting instructional products including:

a) outcomes
b) corresponding assessments for determining learner attainment of the intended outcomes
c) reports of previous product use

(2) to determine the degree to which a given product meets the selection considerations presented in the kit,

(3) to compare competing instructional products according to these selection considerations, and

(4) to use these considerations for product selection decisions in a variety of situations.

A. General Purpose Guidelines and Training Materials

TITLE:	A Training Program in Analyzing Instructional Materials: General Prospectus
DATE:	1976
DEVELOPER:	EPIE Institute
AVAILABILITY/SOURCE:	EPIE Institute, 475 Riverside Drive, New York, NY 10027
COST:	Free
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Description of, and rationale for, EPIE's instructional materials training program which is based on the use of EPIEform A. To point out the difficulty of selecting instructional materials from an enormous market without training. To help in dealing with producers and salespersons, in describing one's needs to them and in interpreting their descriptions and claims. To increase one's "literacy" in using not only descriptions of instructional materials made on the basis of the same system, but also ones based on another sort of appraisal.

B. Guides Focusing on Specific Criteria

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

B.2 Cost Effectiveness

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE: Analyzing Children's Books with A Chicano Perspective

DATE: 1975

DEVELOPER: Uribe, Oscar, Jr. and Martinez, J.S.

AVAILABILITY/SOURCE: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103

COST: Undetermined

AUDIENCE: Materials developers and selectors

CONTENT/PURPOSE: Guidelines for examining children's books to help selectors recognize texts which will minimize derogatory stereotypes and which will support, maintain, and develop the "Chicanito's" self-concept.

Examines such areas of Chicano-oriented texts as: overgeneralizations and simplifications; demeaning statements; ethnic stereotypes; inappropriate language; factual error; and misleading information.

To instruct teachers of Chicanos on the potential damage to their students of implicitly and unintentionally biased texts; and to educate those teachers in the analysis of textbooks for young children in such a way that they can encourage healthy self-concepts and development in their students.

To aid selectors of materials to choose those which are bias-free.

To give materials developers guides for producing materials free from bias against Chicanos.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE:	Content Analysis of Textbooks for Black Students, Grades 1-3
DATE:	1975
DEVELOPER:	Banks, Henry A.
AVAILABILITY/SOURCE:	Write to Far West Laboratory for Educational Research and Development (1855 Folsom Street, San Francisco, CA 94103) for information.
COST:	$18.50 per set, suggested price for preliminary version
AUDIENCE:	Materials developers and selectors
CONTENT/PURPOSE:	Self-contained unit of instruction in analyzing textbooks for racism. Discusses importance of illustrations, role models, historical accuracy and fairness, a realistic portrayal of current discrimination, the dignity of African heritage, and the importance of the contributions of black Americans to U.S. society. Provides resource lists to be used as supplemental material, along with suggestions for classroom use of the materials. To increase awareness of the need to analyze textbooks for positive protrayals of blacks, and to provide the necessary techniques. To identify materials that can be used to correct deficiencies. To give producers guidelines for analyzing their products in terms of providing a fair picture of black life and culture.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE:	Eliminating Racial Bias in Instructional Materials: Negotiating for Better Schools Guidelines, Volume I
DATE:	March 1970
DEVELOPER:	Michigan Education Association, East Lansing
AVAILABILITY/SOURCE:	ERIC ED 048 285
COST:	MF $.65 HC $3.29
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Suggested contractual provision for specifying multi-ethnic instructional materials; examples of how to analyze textbooks; criteria for book selection and evaluation policies from the Michigan Curriculum Committee, Detroit Board of Education, and Los Angeles City Schools. To help local boards of education eliminate biased materials.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE:	Guidelines for Creating Positive Sexual and Racial Images in Educational Materials
DATE:	1975
DEVELOPER:	Macmillan Publishing Co., Inc., School Division Committee for Creating Positive Sexual and Racial Images in Educational Materials
AVAILABILITY/SOURCE:	Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY 10022
COST:	Not given
AUDIENCE:	Materials developers and selectors
CONTENT/PURPOSE:	Contains guidelines for treatment of the sexes, races, and minorities in general content and language-usage in educational materials and avoiding sex stereotyping in art. Offers content guidelines for specific groups including Black Americans, American Indians, Hispanic Americans, Asian Americans, and Jewish Americans. Discusses problems and opportunities regarding women and minorities that occur in key classroom subject areas including teacher's materials for all subject areas. To bring about awareness of possible sexual, racial, and minority stereotyping. To provide concrete guidelines and examples of how to avoid stereotyping.

B.1 Social Fairness -- Balanced Treatment of Women, Minorites, and Exceptional Persons

TITLE: Guidelines for the Development of Elementary and Secondary Instructional Materials: The Treatment of Sex Roles

DATE: February 1975

DEVELOPER: Holt, Rinehart and Winston School Department

AVAILABILITY/SOURCE: Holt, Rinehart and Winston; 383 Madison Avenue; New York NY 10017

COST: Free

AUDIENCE: Materials selectors and developers

CONTENT/PURPOSE: This booklet provides guidelines for the fair depiction of men and women in instructional materials. It concentrates on role models, subject matter, and language.

"Children absorb more subliminally than authors and editors may realize. It is therefore necessary that we develop sensitivity to bias in educational materials, both to correct inequities that exist today, and to prepare children for the world they will enter when they finish their education."

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE: Guidelines for the Representation of Exceptional Persons in Educational Material

DATE: April 1977

DEVELOPER: The Consortium for Appropriate Representation of Exceptional Persons in Educational Material

AVAILABILITY/SOURCE: Contact Angele Thomas; Editor, Exceptional Children; Council for Exceptional Children; 1920 Association Drive; Reston, VA 22091

COST: Free

AUDIENCE: Materials developers and selectors

CONTENTS/PURPOSE: The booklet gives examples of what is to be avoided in the depiction of "persons with exceptionalities" in instructional materials. It concludes, "The guidelines rest on the assumption of the overall similarity of human wants and needs, and the recognition that each individual is unique."

Exceptional children have been shortchanged by being largely ignored in textbooks and other instructional materials which are in daily classroom use. This shortchanging is reminiscent of many of the problems identified in various studies of the treatment of sex roles and of various ethnic and racial groups in instructional materials. To remedy this situation, the Council for Exceptional Children in 1976 passed a resolution calling for the development of "Guidelines" for the constructive treatment of such persons in instructional materials.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE: I Wonder Where the Yellow Went? Distortions and Omissions of Asian Americans in California Education

DATE: April 1974

DEVELOPER: Hata, Don, Jr. and Nadine I. (Paper presented at the Annual Meeting of the American Educational Research Association in Chicago, April 1974)

AVAILABILITY/SOURCE: ERIC ED 093 747

COST: MF $.75 HC $1.50

AUDIENCE: Developers and selectors of social studies textbooks

CONTENT/PURPOSE: To report authors' findings that social studies textbooks perpetuate negative stereotypes of Asians and Asian-Americans.

To urge that materials producers take specific remedial steps to portray Asians and Asian-Americans more accurately in textbooks, and that educators and producers evaluate existing materials to rectify distortions or omissions of the Asian-American experience.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE: 1974 Michigan Social Studies Textbook Study

DATE: 1973

DEVELOPER: Trezise, Robert/Michigan State Department of Education, Lansing

AVAILABILITY/SOURCE: ERIC ED 091 273

COST: MF $.75 HC $4.20

AUDIENCE: Developers and selectors of social studies textbooks

CONTENT/PURPOSE: Fifty-four reviews of 18 elementary and secondary school social studies textbooks and ratings of how adequately they reflect the pluralistic nature of American society. Analysis of ratings and discussion of findings.

To report reviewers' conclusion that a better job is being done of including the contributions and achievements of minorities.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE:	Minorities in American History Textbooks, Equal Opportunity Review, June 1973
DATE:	June 1973
DEVELOPER:	Katz, William A./Columbia University, New York, NY National Center for Research and Information on Equal Education Opportunity
AVAILABILITY/SOURCE:	ERIC
COST:	MF $.65 HC $3.29
AUDIENCE:	Developers and selectors of secondary school history textbooks
CONTENT/PURPOSE:	Report of a Michigan Department of Education study of 75 secondary school history textbooks to determine accurate presentation of minorities. To inform educators that 69 per cent of the textbooks studied received negative ratings on their treatment of minorities.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE:	Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts
DATE:	1970
DEVELOPER:	Kane, Michael B.
AVAILABILITY/SOURCE:	Quadrangle Books, Chicago, IL (Catalog No. QP 231)
COST:	$1.95
AUDIENCE:	Materials developers and selectors
CONTENT/PURPOSE:	A study of 45 secondary school social studies textbooks to examine the current treatment of blacks, Jews, and other minorities. To report author's finding that a significant number of newly published books continue to present a racist view of American life by ignoring the problems of minority groups. To suggest that school systems attempt to remedy the situation by acting as agents of change in conjunction with civil rights organizations.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE: Perspectives on School Print Materials: Ethnic, Non-Sexist and Others

DATE: October 1975

DEVELOPER: Service, Training, and Research in Desegregated Education (STRIDE); 1855 Folsom Street; San Francisco, CA 94103

AVAILABILITY/SOURCE: Contact Dr. Wayne E. Rosenoff, Director of Curriculum Services; STRIDE; 1855 Folsom Street; San Francisco CA 94103

COST: Free

AUDIENCE: Materials selectors

CONTENTS/PURPOSE: The handbook provides what the developers call historical perspectives: A Native American perspective; A Mexican American Perspective; A Black American Perspective; A Chinese American Perspective; A Non-Sexist Perspective; and a final chapter titled Evaluating Print Materials from the Perspective of Blue Collar Workers, Aged, Non-Christians, and Alternative Life Styles. Criteria for textbook analysis and a bibliography for further reading and resource development are also included.

"Making a child conscious of his [sic] possibilities is, of course, a primary goal of every significant person in the child's life; surely it is as much a primary goal of teachers, counselors, and administrators as it is a primary goal of parents. . . . The purpose of this handbook is to assist educators in their efforts to aid children, particularly those from minority homes. . . . The eradication of myths, stereotypic representations, and biased assumptions from textbooks written about these ethnic minorities requires vigilance and much critical thought."

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE: A Second Report on the Treatment of Minorities in American History Textbooks

DATE: April 1971

DEVELOPER: Michigan State Department of Education, Lansing

AVAILABILITY/SOURCE: ERIC ED 052 125

COST: MF $.65 HC $3.29

AUDIENCE: Michigan State legislators; American history materials developers and selectors

CONTENT/PURPOSE: Survey to determine impact of 1968 report on patterns of bias in American history textbooks. Evaluation of 12 textbooks used in Michigan schools. Guidelines for textbooks evaluations.

To report reviewers' negative findings concerning bias in textbooks studied.

To outline corrective actions proposed by State Board of Education, including requests for legislative funds to support continuing studies, and proposed state law giving the Board the authority to list adequate and inadequate textbooks, and to set up more stringent adoption standards.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE: Selecting Children's Books with a Black Perspective (part of the Flexible Learning System)

DATE: March 1975

DEVELOPER: Lewis, Francione N.

AVAILABILITY/SOURCE: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103

COST: Undetermined

AUDIENCE: Materials developers and selectors

CONTENT/PURPOSE: Directions for using a black perspective in analyzing children's books. A three-lesson unit containing instructions, evaluation forms, articles, or class projects relating to the following elements:

(1) focus on illustrations in children's books;
(2) analysis of the verbal parts of children's books from a black perspective;
(3) analysis of the historical accuracy of both the verbal and pictorial content of children's books.

To instruct teachers on the need to understand children's literature from the point of view of minority children, particularly black Americans.

To give guidelines for selection of books which will maximize the development of healthy self-concepts in students.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE:	Statement on Bias-free Materials
DATE:	September 1976
DEVELOPER:	Association of American Publishers, School Division
AVAILABILITY/SOURCE:	AAP Office; One Park Avenue; New York, NY 10016
COST:	Free
AUDIENCE:	Materials selectors
CONTENTS/PURPOSE:	A statement developed by the Committee on Social Issues of the AAP, this document explains the need for social fairness in instructional materials, and provides social fairness guidelines excerpted from those developed by individual publishers. The developers' general guidelines focus on three areas: content, illustrations, and language. Concerned citizens as well as teachers have called upon publishers to provide materials that meet criteria for fair representation of women and minorities. This statement demonstrates the commitment of the AAP, and of individual publishers of instructional materials, to the development of materials ". . . that reflect our diversified society, portraying individuals of all backgrounds with dignity and worth."

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE:	A Study of Elementary and Secondary Social Studies Textbooks: Part I, The Textbook Report; Part II, The Textbook Reviews
DATE:	1973
DEVELOPER:	Michigan State Department of Education, Lansing
AVAILABILITY/SOURCE:	ERIC ED 077 788
COST:	MF $.65 HC $6.58
AUDIENCE:	Developers and selectors of social studies materials
CONTENT/PURPOSE:	Description of background of and methodology used for study of 25 elementary and secondary level social studies textbooks. Seventy-five reviews and ratings of these textbooks. To determine the extent to which the textbooks studied adequately reflect the multiracial, multiethnic, and pluralistic nature of American society.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE: Textbooks and the American Indian

DATE: 1970

DEVELOPER: Costo, Rupert, Editor

AVAILABILITY/SOURCE: The Indian Historian, 1451 Masonic Ave., San Francisco, CA 94117

COST: $4.25

AUDIENCE: Materials developers and selectors

CONTENT/PURPOSE: General criteria for analyzing how accurately textbooks portray the American Indian. Evaluations by experts in Indian culture and history of textbooks used to teach American, state, and regional history; government and citizenship; American Indian culture; world history; and reading.

Preliminary statement by independent publishing house formed to provide classroom instructional materials which deal accurately with the history, culture, and role of the American Indian.

B.1 Social Fairness -- Balanced Treatment of Women, Minorities, and Exceptional Persons

TITLE:	Undoing Sex Stereotypes: Research and Resources for Teachers
DATE:	1977
DEVELOPER:	Guttentag, Marcia and Bray, Helen
AVAILABILITY/SOURCE:	Administrative Resources Division, Capitol Publications, Inc.; 2340 Pennsylvania Avenue, N.W.; Washington, D.C. 20037
COST:	$5.95
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Reports both a study of the nature of children's sex role stereotyping and an intervention program that was designed and implemented to modify the rigidity of these sex stereotypes. Results gathered from an experimental group of 409 children at three different age levels. Findings indicate "important age distinction, critical teacher behaviors, and a number of social variables which influenced the presence or absence of sex-role stereotyping." Includes nonsexist curriculum packets for early childhood, middle-grade, and junior high school classes as well as background materials, resource agencies, and bibliographies. To point out various factors leading to children's sex-role stereotyping and to provide ways and means to avoid such stereotyping.

B.2 Cost Effectiveness

TITLE:	Selecting a Curriculum Program: Balancing Requirements and Costs
DATE:	November 1975
DEVELOPER:	Ball, Rodney J., Marvin, Michael D., and Temkin, Sanford
AVAILABILITY/SOURCE:	Research for Better Schools, Inc., 1700 Market Street Philadelphia, PA 19103
COST:	Not given
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Presents a process designed to help school district personnel select a new curriculum program on the basis of cost and whatever program requirements are important to them. Emphasizes a "cost effectiveness" approach whereby selectors could determine the effectiveness of different programs at varying levels of resource commitment. Defines the "cost effectiveness" process to include determining the requirements for a new program; identifying at least three suitable instructional programs; establishing very specific criteria for selecting a program; gathering cost and requirements information on each program under consideration; analyzing and comparing programs; selecting the most appropriate program; and documenting the selection process. To provide materials selectors with a process of materials selection utilizing the "cost effectiveness" approach.

C. Consumer Catalogs

C.1 Selecting Materials by Format

C.1a nonprint materials
C.1b computer instructional materials

C.2 Selecting Materials by Content Areas

C.2a multiple content areas
C.2b language arts and reading
C.2c mathematics
C.2d social science
C.2e science
C.2f bilingual education
C.2g career education

C.3 Selecting Materials for Specific User Groups

C.3a teacher inservice training materials
C.3b educational evaluators
C.3c linkage trainers
C.3d exceptional students (special education)

C.1 Selecting Materials by Format
C.1a nonprint materials

TITLE:	A Comparison of Guides to Nonprint Media
DATE:	April 1975
DEVELOPER:	Rawnsley, David E.
AVAILABILITY/SOURCE:	ERIC ED 104 375
COST:	$2.06
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Contains suggested criteria for selecting a guide or index. Describes information contained in a variety of nonprint instructional materials. To provide comparative information about the various catalogs which describe, in varying degrees of completeness, instructional materials.

C.1 Selecting Materials by Format
C.1a nonprint materials

TITLE:	Learning with Games: An Analysis of Social Studies Educational Games and Simulations
DATE:	1973
DEVELOPER:	Charles, Cheryl L. and Stadsklev, Ronald /ERIC /ChESS
AVAILABILITY/SOURCE:	Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302
COST:	$4.95
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Introduction to game analyses. Analyses of 70 social studies educational games and simulations (K-12). Sources and resources for games and simulations and a Games and Simulation Guide. To aid educators in applying principles of materials analysis to games and simulations.

C.1 Selecting Materials by Format
C.1a computer instructional materials

TITLE: Selecting Computer Instructional Materials

DATE: 1975

DEVELOPER: Northwest Regional Educational Laboratory, Lindsay Building/710 S.W. Second Avenue, Portland, OR 97204

AVAILABILITY/SOURCE: Get in touch with developer

COST: Not determined

AUDIENCE: Materials selectors

CONTENT/PURPOSE: Five booklets, usable individually or as a basis for a four-day workshop, cover the elements of computer-assisted instruction.

Four background units introduce users to fundamental aspects of computer hardware and instructional programs, describe the roles of the computer in instruction, and show computer applications in a number of curriculum areas. These four units aim to make teachers more knowledgeable users of computer-enhanced instruction.

The fifth unit provides teachers with a means for evaluating computer-enhanced instruction, with guides for selecting the most useful programs.

C.2 Selecting Materials by Content Areas
C.2a multiple content areas

TITLE: ALERT: A Sourcebook of Elementary Curricula Programs and Projects

DATE: January 1973

DEVELOPER: Henrie, Samuel N./ Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103

AVAILABILITY/SOURCE: Docent Coporation, 25 Broadway, Pleasantville, NY 10570

COST: $9.95

AUDIENCE: Materials selectors

CONTENT/PURPOSE: More than 300 reports on new, empirically-based educational curricula, training programs, model projects, and resources for use in elementary school education. Fourteen areas of elementary school curricula are covered. The following information is provided for each product:

(1) target audience;
(2) content emphasis;
(3) project goals;
(4) length of use;
(5) unit sequencing;
(6) instructional method;
(7) teachers' role and training;
(8) program evaluation;
(9) reference chart showing items required, quantities needed, cost per item, and replacement rate.

To increase the awareness, understanding, and decision-oriented evaluation of materials selectors.

To aid in teacher education, and to increase staff involvement and community participation in materials selection.

C.2 Selecting Materials by Content Areas
C.2a multiple content areas

TITLE: Catalog of NIE Education Products, Volume 1 and volume 2

DATE: 1975

DEVELOPER: National Institute of Education

AVAILABILITY/SOURCE: Administrative Resources Division, Capitol Publications, Inc.; 2340 Pennsylvania Avenue, NW; Washington DC 20037

U.S. Government Printing Office; Washington, DC 20402

COST: $22.00 set (Capitol Publications)
$10.00 vol. 1 stock #: 017-080-01555-2 (U.S. Government Printing Office)
$12.00 vol. 2 stock #: 017-080-01556-1 (U.S. Government Printing Office)

AUDIENCE: Materials developers and selectors

CONTENTS/PURPOSE: These volumes contain comprehensive descriptions of 660 products developed with federal funds over the last ten years.

Areas include aesthetic education; basic skills; early child education; career education; educational equity; evaluation, measurement, and needs assessment; finance, productivity, and management; guidance and counseling; information utilization and dissemination; postsecondary education, social education/social science; and teacher education.

"The primary purposes of the Catalog are twofold: (1) to inform educational practitioners, developers, policymakers, and publishers about a wide range of school-oriented products developed with Federal R&D funds and (2) to provide information to help potential consumers make decisions concerning the most appropriate education products for their needs."

C.2 Selecting Materials by Content Areas
C.2b language arts and reading

TITLE:	EPIE Report: Number 62/63, "Selecting and Evaluating Beginning Reading Materials--A How-To Handbook"
DATE:	May/June 1974
DEVELOPER:	EPIE Institute, 475 Riverside Drive, New York, NY 10027
AVAILABILITY/SOURCE:	Order from developer
COST:	$20.00
AUDIENCE:	Selectors of reading materials
CONTENT/PURPOSE:	Historical Survey of efforts to improve reading instruction. Explanation of instructional design elements used as basis for EPIE analysis of materials. Description of four distinctive views of reading instruction and a checklist to help educators clarify their own views. Discussion of the role of materials (both instructional and "a-structional") in reading instruction. A detailed explanation of a flow chart showing various tasks which must be coordinated in order to set materials selection in the wider context of school policy-making, community characteristics and needs, curriculum development, staff training, and other related activities. To provide educators with tools which can be useful in preparing for the tasks of analysis and selection of materials used for teaching and learning of reading. To guide publishing companies' editors as they write reading materials, particularly teacher's editions.

C.2 Selecting Materials by Content Area
C.2b language arts and reading

TITLE:	EPIE Report: Number 64 "Analyses of Basic and Supplementary Reading Materials"
DATE:	September/October 1974
DEVELOPER:	EPIE Institute
AVAILABILITY/SOURCE:	EPIE Institute; 475 Riverside Drive; New York, NY 10027
COST:	$20.00
AUDIENCE:	Materials selectors
CONTENTS/PURPOSE:	This volume contains analyses of basic and supplementary reading programs. To enable selectors of reading materials to select for trial use materials that best "fit" the needs of learners and teachers.

C.2 Selecting Materials by Content Areas
C.2b language arts and reading

TITLE:	EPIE Report: Number 78 "Selector's Guide for Elementary School Language Arts Programs"
DATE:	January/February 1977
DEVELOPER:	EPIE Institute
AVAILABILITY/SOURCE:	EPIE Institute; 475 Riverside Drive; New York, N.Y. 10027
COST:	$20.00
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Analyses of 11 elementary school language arts programs produced by 10 publishers. To assist selectors of elementary school language arts programs to select language arts programs for trial use that best "fit" the needs of teachers and learners.

C.2 Selecting Materials by Content Areas
C.2b language arts and reading

TITLE:	An Evaluation of Instructional Materials: English, Spelling, Handwriting and Literature Adopted in California
DATE:	June 1974
DEVELOPER:	San Mateo County (California) Office of Education
AVAILABILITY/SOURCE:	Available through developer
COST:	$3.50
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Includes all adopted state materials in selected areas regardless of format and developed by commercial publishers. Information gathered from users of the items and by an analysis made by teachers and evaluators. Lists extensive information such as product scope and sequence, product usableness, description of purposes of item, description of intended user, narrative description of item content, subject area, availability of student evaluation materials, teacher comments, an overall rating scale of 1-19, and cost information. Compares product by publisher's grade level, adoptor's grade level, type of material, approach and emphasis. To provide teachers and curriculum consultants with assistance in locating and comparing items.

C.2 Selecting Materials by Content Areas
C.2b language arts and reading

TITLE:	NCTE Guide to Teaching Materials for English, Grades 7-12, 1975-6 Supplement
DATE:	1975
DEVELOPER:	National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801
AVAILABILITY/SOURCE:	Available through developer
COST:	$2.95
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Includes textbook and print materials developed by commercial publishers. Lists information such as title, developer, publisher, date, description of item component, description of intended learner, sources to contact for further information, narrative description of item content, reference to review articles in professional journals, and cost information. To provide teachers with assistance in locating and comparing materials.

C.2 Selecting Materials by Content Areas
C.2b language arts and reading

TITLE: 1974-5 NCTE Guide to Teaching Materials for English, Grades 7-12

DATE: 1974

DEVELOPER: National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801

AVAILABILITY/SOURCE: Available through developer

COST: Not given

AUDIENCE: Materials selectors

CONTENT/PURPOSE: Includes textbooks and print materials developed by commercial publishers.

Lists information obtained from the producers and/or developers of items. Describes title, author, publisher, date, description of item components, description fo intended learner, sources to contact for further information, narrative description of item content, references to review articles in professional journals and cost information.

To provide teachers with assistance in locating and comparing materials.

TITLE: Curriculum Development in Elementary Mathematics: 9 Programs

DATE: 1975

DEVELOPER: Devaney, Katherine, and Thorn, Lorraine/ Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103

AVAILABILITY/SOURCE: Available from developer

COST: $7.95

AUDIENCE: Materials developers and selectors

CONTENT/PURPOSE: Describes and analyzes nine major mathematics programs that grew from government-financed educational reform efforts of the 1950s and 1960s. Includes a report on mathematics reform in the United Kingdom.

Discusses the impact of "new Math," the importance of inservice training for teachers, and the differing educational philosophies and approaches taken by mathematics curriculum developers.

Each program discussed gives:
* goals and theoretical foundations;
* mathematical content;
* teaching strategy;
* implementation;
* history of development;
* evaluation results

To help educators in the selection of programs that will meet their educational goals for students; to help fit their assessment of students' needs in mathematics, their district's resources, and their beliefs about how students and teachers learn.

To give developers insights in research-based materials development.

C.2 Selecting Materials by Content Areas
C.2c mathematics

TITLE:	EPIE Report: Number 69/70 "Analyses of Elementary School Mathematics Materials"
DATE:	July/August 1975
DEVELOPER:	EPIE Institute
AVAILABILITY/SOURCE:	EPIE Institute; 475 Riverside Drive; New York, NY 10027
COST:	$20.00
AUDIENCE:	Materials selectors
CONTENTS/PURPOSE:	Analyses of 32 elementary mathematics programs from 18 publishers are contained in this volume. To provide selectors of instructional materials with analyses of elementary school mathematics programs so that they can select for trial use programs that best "fit" the needs of teachers and learners.

C.2 Selecting Materials by Content Areas
C.2d social science

TITLE:	EPIE Report: Number 71 "Secondary School Social Studies: Analyses of 31 Textbook Programs"
DATE:	November/December 1975
DEVELOPER:	EPIE Institute
AVAILABILITY/SOURCE:	EPIE Institute; 475 Riverside Drive; New York, NY 10027
COST:	$20.00
AUDIENCE:	Materials selectors
CONTENTS/PURPOSE:	Analyses of 31 secondary school social studies textbook programs according to instructional design and characteristic political/economic value systems. To provide detailed analyses of secondary school social studies programs so that selectors can select products for trial use that best match the needs of teachers and learners.

C.2 Selecting Materials by Content Areas
C.2d social science

TITLE:	Handbook of Legal Education Materials
DATE:	1976
DEVELOPER:	Social Science Education Consortium and Colorado Bar Association
AVAILABILITY/SOURCE:	Available through developer
COST:	Not given
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Provides information on texts, games, simulations, media kits, films developed by a variety of organizations.

C.2 Selecting Materials by Content Areas
C.2d social science

TITLE:	Materials for Civics, Government, and Problems of Democracy: Political Science in the New Social Studies
DATE:	Undated
DEVELOPER:	Turner, Mary Jane; Social Science Education Consortium
AVAILABILITY/SOURCE:	Available through developer
COST:	$4.25
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Provides information on social science curriculum packages developed by a variety of organizations. Includes basic information as well as description of intended learner, narrative description of item content, subject area and substantive characteristics within area, summary chart, teaching strategies, cost information and summaries of field test results. To help educators locate and compare materials.

C.2 Selecting Materials by Content Areas
C.2d social science

TITLE: Model for Analyzing Curriculum Materials and Classroom Transactions

DATE: 1968

DEVELOPER: National Council for Social Studies

AVAILABILITY/SOURCE: National Council for Social Studies Yearbook, 1968, NCSS, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

COST: Not applicable

AUDIENCE: Selectors of social studies materials

CONTENT/PURPOSE: A comprehensive and complex procedure for analyzing social studies materials.

To aid selectors and curriculum specialists to determine materials' place in existing curricula.

C.2 Selecting Materials by Content Areas
C.2d social science

TITLE:	Social Studies Curriculum Materials Date Book, Volumes I, II, and III
DATE:	Loose-leaf revised twice a year
DEVELOPER:	Social Science Education Consortium
AVAILABILITY/SOURCE:	Available through developer
COST:	$70.00
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Provides extensive information on project materials, textbooks, games and simulations, supplementary materials, and teacher resource materials. Includes a wide-range of information including overview, teaching procedures, descriptions of the purpose, components, inteneded users, and content. Also describes required or suggested time, grade level, cost information and evaluation of item indicated. To provide educators with the most up-to-date and extensive information to assist them in social studies materials selection.

C.2 Selecting Materials by Content Areas
C.2d social science

TITLE:	Successful Models and Materials for Elementary Social Studies
DATE:	1976
DEVELOPER:	Capron, Barbara J. and Mitsakos, Charles L.; Social Science Education Consortium
AVAILABILITY/SOURCE:	Available through developer
COST:	$5.95
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Describes and analyzes various textooks and print materials in social studies at the elementary level. Includes basic information such as title, author, date, grade level, sample lesson, and method of evaluating lessons. To assist elementary teachers, developers, and selectors in the selection process so that their programs will meet their educational goals for students.

C.2 Selecting Materials by Content Areas
C.2d social science

TITLE:	Values Education: Approaches and Materials
DATE:	1975
DEVELOPER:	Superka, Douglas P., Johnson, P.L., and Ahrens, C. /ERIC /ChESS
AVAILABILITY/SOURCE:	Social Science Education Consortium, 855 Broadway, Boulder, CO 80302
COST:	$5.00
AUDIENCE:	Selectors of social studies materials
CONTENT/PURPOSE:	Gives a typology of values education approaches into which curriculum materials are classified; approaches are: Inculcation, moral development, analysis, clarification, and action learning. Discusses each approach in terms of rationale and purpose, teaching method and instructional model, an illustrative learning activity, and exemplary programs and materials. Presents and explains an instrument for analyzing values education materials and summarizes analyses of 13 sets of values resources. To help social studies educators organize, comprehend, and choose values education materials appropriate to their particular needs.

C.2 Selecting Materials by Content Areas
C.2e science

TITLE:	EPIE Report: Number 77 "Selector's Guide for Elementary School/Junior High School Science Programs"
DATE:	November/December 1976
DEVELOPER:	EPIE Institute
AVAILABILITY/SOURCE:	EPIE Institute, 475 Riverside Drive; New York, NY 10027
COST:	$20.00
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Analyses of 15 elementary school and junior high school science programs produced by 10 publishers. To assist selectors of elementary school and junior high school science programs in selecting materials for trial use that best "fit" the needs of teachers and learners.

C.2 Selecting Materials by Content Areas
C.2e science

TITLE:	Environmental Education
DATE:	Undated
DEVELOPER:	Henderson, Martha T.;Social Science Education Consortium
AVAILABILITY/SOURCE:	Available through developer
COST:	$2.10
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Lists item description of various programs and projects which involve environmental education. Includes title/edition number, author/editor/developer, publisher/source, description of item components, and critique. To provide materials selectors with information to assist in materials selection.

C.2 Selecting Materials by Content Areas
C.2f bilingual education

TITLE: An Annotated Bibliography of Adult ESL Instructional Materials

DATE: August 1976

DEVELOPER: Escobar, Joanna Sculley and Daugherty, John; Illinois ESL/ABE Service Center

AVAILABILITY/SOURCE: Available through developer

COST: Not given

AUDIENCE: Materials selectors

CONTENT/PURPOSE: Includes textbooks/print materials developed by a variety of organizations.

Information obtained by an analysis made by organization producing the compilation. Includes series, title, author, publisher, date, format, number of pages, target population, target language background, student educational level presumed, teaching approach used, pacing, illustration, availability of placement/ achievement measures, availability of answers, approximate reading level of materials, language areas, life skills taught, student performance ability presumed, and cost information.

To provide ESL administrators, coordinators, teachers and teacher aides with assistance in locating and comparing items.

C.2 Selecting Materials by Content Areas
C.2f bilingual education

TITLE:	Curriculum Materials for Bilingual and Multicultural education: An annotated Bibliography, Volume I -- Spanish Language Arts
DATE:	1976
DEVELOPER:	Valadez, E. Jeanne Lopez, editor; Bilingual Education Service Center
AVAILABILITY/SOURCE:	Available through developer
COST:	Not given
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Includes textbooks and print materials developed by a variety of sources but mainly commercial publishers. Information gathered through analysis made by organization producing the compilations and includes title, author, publisher, date, description of purpose of item, description of item components, narrative description of item content, interest level, reading level, language level specified, and social fairness information given. To aid professionals and community members in locating and comparing items.

C.2 Selecting Materials by Content Areas
C.2f bilingual education

TITLE: EPIE Report: Number 73 "Selector's Guide for Bilingual Education Materials, Volume 1, Spanish Language Arts"

DATE: March/April 1976

DEVELOPER: EPIE Institute

AVAILABILITY/SOURCE: EPIE Institute; 475 Riverside Drive; New York, NY 10027

COST: $10.00

AUDIENCE: Materials Selectors

CONTENTS/PURPOSE: This volume contains analyses of numerous Spanish language arts materials and a guide for the selection of Spanish language arts materials in bilingual classrooms.

To give bilingual educators a tool to select instructional materials with and to provide analyses of Spanish language arts materials so that selectors can identify materials for trial use that best "fit" the needs of teachers and learners.

C.2 Selecting Materials by Content Areas
C.2f bilingual education

TITLE:	EPIE Report: Number 74 "Selector's Guide for Bilingual Education Materials, Volume 2, Spanish 'Branch' Programs"
DATE:	May/June 1976
DEVELOPER:	EPIE Institute
AVAILABILITY/SOURCE:	EPIE Institute; 475 Riverside Drive; New York, NY 10027
COST:	$10.00
AUDIENCE:	Materials selectors
CONTENTS/PURPOSE:	This volume contains analyses of numerous social studies, mathematics, and science materials that are in Spanish as well as a guide for the selection of materials for bilingual classrooms. To give bilingual educators a tool to select instructional materials with and to provide analyses of materials in Spanish so that selectors can identify materials that best "fit" the needs of teachers and learners.

C.2 Selecting Materials by Content Areas
C.2g career education

TITLE:	Career Education and Environmental Education for Student Awareness of and Introduction to the Real World About Them: A Critique of Comparable Education Products
DATE:	February 1977
DEVELOPER:	Peters, Richard; Experimental Schools Program
AVAILABILITY/SOURCE:	Available through developer
COST:	No charge
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Includes a wide variety of products and practices developed by a variety of organizations. Provides information such as title/edition number, author, publisher, date, and a narrative description of item content. To assist teachers and others in locating and comparing items.

C.2 Selecting Materials by Content Areas
C.2g career education

TITLE: EPIE Career Education S*E*T* [***Selection and Evaluation Tools] (Volume 1: How To Select and Evaluate Instructional Materials; Volume 2: Analyses of 700 Prescreened Materials)

DATE: 1975

DEVELOPER: EPIE Institute, 475 Riverside Drive, New York, NY 10027

AVAILABILITY/SOURCE: Order from developer

COST: $31.00

AUDIENCE: Selectors of career education materials

CONTENT/PURPOSE: Outlines procedures for narrowing the field of career education materials to select those that fit the needs of specific learners.

Provides guidelines for detecting racism and sexism in career education materials, and for counteracting the effects of these biases.

Offers criteria for assessing the evaluation procedures used by producers to ascertain the instructional effectiveness of materials as well as analyses of 700 prescreened materials.

To provide a comprehensive handbook to guide educators in the process of selecting career education materials that meet the specific requirements of students and teachers.

C.3 Selecting Materials for Specific User Groups
C.3a teacher inservice training materials

TITLE: Effective Teacher Education Program: Pilot Project on Practitioner Selection, Use, and Critique of Inservice Education Products
Volume 1: Review of Project
Volume 2: Individualizing Instruction
Volume 3: Classroom Management/Discipline
Volume 4: Language Arts
Volume 5: Student Motivation

DATE: 1976

DEVELOPER: McClure, Robert M.; Far West Laboratory for Educational Research and Development; 1855 Folsom Street; San Francisco, CA 94103

AVAILABILITY/SOURCE: A major portion of this program will constitute EPIE Report: Number 80 available through EPIE Institute; 475 Riverside Drive; New York, NY 10027.

COST: EPIE Report: Number 80 $10 per copy

AUDIENCE: Materials selectors

CONTENT/PURPOSE: Identifies inservice training materials available for teacher use and provides information that teachers need to make consumer decisions on which inservice training materials will help make them more effective in the classroom.

Includes information such as purposes, content, activities and resources, methods of evaluation, history of development, and ordering information.

To assist educators in materials selection and evaluation in order to "match" teacher needs and available inservice education products.

C.3 Selecting Materials for Specific User Groups
C.3b educational evaluators

TITLE:	Modelog: A Catalog of Comprehensive Educational Planning Component Models
DATE:	1975
DEVELOPER:	New Jersey Department of Education
AVAILABILITY/SOURCE:	Available through developer
COST:	No charge
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Includes programs and projects developed by a variety of organizations. Lists information obtained from the producers and developers of the items and includes title, author, publisher, description of purpose of item, description of item components, sources to contact for further information, cost information and summaries of evaluations done by developer. To provide school system administrators with assistance in locating and comparing items.

C.3 Selecting Materials for Specific User Groups
C.3c linkage trainers

TITLE:	Educational Dissemination and Linking Agent Sourcebook: A Collection of Product Resources
DATE:	May 1976
DEVELOPER:	School Practice and Service Division National Institute of Education
AVAILABILITY/SOURCE:	Far West Laboratory for Educational Research and Development; 1855 Folsom Street, San Francisco, CA 94103
COST:	$9.50 ($7.00 without binder)
AUDIENCE:	Materials selectors and developers
CONTENTS/PURPOSE:	Information on over 50 major products developed by educational labs and R&D centers to aid linking or change agents concerned with providing change support to school systems and school personnel.

C.3 Selecting Materials for Specific User Groups
C.3d exceptional students (special education)

TITLE:	Florida-developed Products Listing (Sixth Edition)
DATE:	September 1976
DEVELOPER:	Bureau of Education for Exceptional Students, Department of Education
AVAILABILITY/SOURCE:	Available through developer
COST:	No charge
AUDIENCE:	Materials selectors
CONTENT/PURPOSE:	Includes products and practical directories, etc. related to education of exceptional children that were developed by a variety of organizations. Listings include title, author, publisher, date, funding source, people to contact for further information, narrative description of item content, area of exceptionality, media of presentation and cost information. Designed to help locate and compare items.

C.3 Selecting Materials for Specific User Groups
C.3d exceptional students (special education)

TITLE: Standard Criteria for the Selection and Evaluation of Instructional Material

DATE: 1972

DEVELOPER: National Center on Educational Media and Materials for the Handicapped (NCEMMH), The Ohio State University

AVAILABILITY/SOURCE: The National Center on Educational Media and Materials for the Handicapped, Ohio State University, Columbus, OH 43210

COST: No charge

AUDIENCE: Materials selectors

CONTENT/PURPOSE: Result of a program to establish basic and necessary considerations essential to the appropriate selection and evaluation of instructional materials.

Criteria developed for application on two levels: teachers, for assistance in selecting and evaluating materials for individual learners; and national, for assistance in selecting and evaluating materials for groups of learners.

To provide criteria for the selction and evaluation of instructional materials.